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Title: "Web-Enabled Information Science Education"

## ABSTRACT

## WISE: Web-based Information Science Education

## An Online Consortial Initiative to Build Multi-Institutional Capacity for Library and Information Science Education

This proposal is responding to IMLS Priority 5: Programs to Build Institutional Capacity by developing an online consortium to share graduate degree courses in library and information science. To gain experience with the potential benefits and challenges of an online consortium for LIS education, in the spring of 2004 the University of Illinois at Urbana-Champaign (UIUC), the University of Washington, and Syracuse University will be participating in a pilot collaborative program to offer selected online courses to students in the other two programs. These three programs offer quality online education in library and information science leading to a Masters of Science degree. Syracuse University's distance education program started in 1993 with the Summer Institute on Leadership and Change in the Information Society and its first cohort of students. UIUC's LEEP option started in 1996 and is a recognized leader in online education, having won the Sloan-C award for most outstanding asynchronous learning program in 2001. The University of Washington online program started in 2002, but has benefited from the expertise of its faculty and is already acknowledged as a high-quality program in online education. Collectively, these three programs have offered over 130 course titles online to over 670 graduates of their distance education programs over the past 10 years.

This proposal requests funding from the Institute of Museum and Library Services to expand the Web-based Information Science Education (WISE) consortium to include more LIS schools, to develop faculty training for online pedagogy, and to evaluate the program's effectiveness including developing metrics for quality LIS education.

We are requesting funding to build collective as well as individual institutional capacity by: 1) providing training for faculty in online pedagogy; 2) allowing institutions to focus their instructional efforts in areas of strength while still ensuring that students have access to a range of quality courses beyond those offered locally; 3) providing a mechanism for schools to enhance administrator abilities in managing online education offerings and consortium participation; 4) providing a mechanism for institutions to cost-effectively deliver specialized courses (by filling otherwise empty seats), thus enriching curricular offerings; and 5) building institutional capacity in the online education arena whereby LIS programs are better positioned to reach a more diverse, yet place-bound, student body interested in pursuing advanced degrees.

The vision of this initiative is to provide a cost-effective, collaborative distance education program that will increase quality, access, and diversity of online education opportunities. LIS programs have led universities in online education since 1993. It is now time for the profession to lead the design and implementation of online consortiums, the next step in distance education. This model of collaboration is built on providing faculty training in online pedagogy, metrics for quality online education, and a financial model that enables schools to provide student access to excess capacity in their courses.

**IMLS Proposal Narrative**

## WISE: An Online Consortial Initiative to Build Multi-Institutional Capacity for Library and Information Science Education

## Project Rationale

Many people aspire to pursue graduate studies in Library and Information Science (LIS), but with only 49 accredited schools in the United States, potential students often do not have access to local site-based programs. Online education offers an alternative point of access and program flexibility. Online technology affords opportunities for richer interaction and more individualized instruction. According to Sloan-c, "a majority of academic leaders (57 percent) already believe that the learning outcomes for online education are equal to or superior to those of face-to-face instruction." As Sonwalkar explains, "online learning provides tremendous opportunity for providing pedagogical choices to learners that cannot be provided by a single professor or teacher in a classroom situation. Online education provides a unique opportunity to use multiple representations of knowledge in terms of media. At the same time, it also provides opportunities to sequence this knowledge in a way so that it makes more pedagogical sense." (Arnone, 2002)

Over the past ten years online education has moved beyond the initial "no significant difference" paradigm. Instructors in developed distance education programs are finding that online education or education that blends online and classroom activities has advantages over traditional classroom delivery. The benefits of well designed online education include delivery of courses anytime and anywhere, an increased level of student-to-faculty and student-to-student interaction, participation by otherwise isolated student populations, and the cost-effectiveness of distance programs for students, faculty, and universities. That said, embracing online education is not a simple task. From the potential student perspective, there may be concern as to whether online education offers convenience at the expense of quality.

Faculty and administrators may also have concerns about quality in the online realm or they may simply be fearful of exploring pedagogy in unfamiliar territory. As Sener (2002) explains, "one of the peculiarities of American higher education is that very few of its teachers have ever been exposed to any formal training on how to teach effectively [in any mode]. The implicit operating assumption is that being an expert on the subject matter is enough." Online education creates new opportunities for learning to teach. Online education enables faculty to move beyond the limitations (in terms of time, place, and media) of the traditional classroom. As Ko and Rossen (2001) describe, "each time you teach online, you have the chance to acquire insights and experience that can be used as the basis for further exploration [in all sorts of teaching situations]" (p.276). In the online environment, faculty are faced with a variety of new opportunities and challenges. In this new teaching frontier, it's critically important they have adequate support and training. Fortunately, there is an emerging body of research informed by theory and practice to guide this transition.

The LIS curriculum is particularly well suited for online education. Well before the advent of online education, librarians recognized the value of professional networks to increase access and improve quality in meeting a wide range of information needs. As Tyler (2001) notes, "LIS is a suitable subject for Internet education: learning is reinforced because the medium for delivery is the same as the subject, utilizing the very IT systems that will be used by the student in the LIS workplace and in businesses" (p.47). Learning online serves as a model for LIS professionals. Online communities provide opportunities for developing skills and knowledge that may later be directly applied to providing services during their careers. It is not surprising then, that according to the 2002 ALISE Statistical Report, approximately 80% of LIS schools now offer some part of their program(s) at a distance.

The next logical step in distance education is for programs to take advantage of the benefits of the network and provide collaborative program offerings through participation in a consortium. Program collaborations in library and information science (LIS) education will increase the diversity of course offerings to students and provide increased access to students who cannot easily enroll in site-based programs. LIS schools could provide excess capacity in virtual courses to the consortium and provide specialty courses that otherwise would not have a sufficient number of local students to offer. In addition to student benefits, program benefits of collaboration include developing stronger online pedagogy through faculty communication across programs, faculty training across programs, and quality metrics for online education. In preparation for the Web-based Information Science Education (WISE) consortium, representatives from the three schools involved gave a panel presentation at the 2004 Association for Library and Information Science Education (ALISE) Conference. (See Attachment 1). LIS faculty and administrators in attendance expressed strong support for such a consortial model. With more and more schools moving to online modes, now is the time to explore issues of quality and to provide support for faculty in designing and delivering effective online programs.

**Project Outcomes**

The project is based on three key outcomes, described in detail below.

**1.** ***Develop high-quality faculty training in online pedagogy for LIS educators***

Although there are a number of training opportunities for online educators (e.g., Making the Virtual Classroom a Reality http://www.mvcr.org), there is a need for workshops that focus on preparation and delivery of courses that support graduate professional LIS education. In a recent University of Illinois at Urbana-Champaign (UIUC) Graduate School of Library and Information Science (GSLIS) retreat, faculty identified the need for more training in several areas including content management and effective strategies for redesigning courses. During the first nine months of the grant, we will develop training materials on online pedagogy for LIS educators. The WISE Coordinator of Instructional Design will be hired to develop and deliver faculty training for teaching online. Currently UIUC GSLIS, the Information School at the University of Washington (UW), and the School of Information Studies (IST) at Syracuse University (SU) employ instructional designers to work with faculty in course design. A lead instructional designer will be able to facilitate ongoing communication among these instructional designers, drawing on their experience and that of experienced online faculty to develop training materials reflecting best practices in LIS online pedagogy.

Statistics on the numbers of different courses developed and number of different instructors trained to date provide an indication of our collective experience base. Syracuse University offers three masters degrees and four certificate programs in online format. Over 300 students are currently enrolled in the online masters programs and over 350 students have graduated. Since the inception of the SU IST program, 309 sections of 92 different course titles have been offered in online format. While initially faculty were given one-on-one training with an instructional designer for online courses, since 2001 the school has required faculty new to distance education to take an IST run course on best practices in online pedagogy in library and information science. In the past two years over 60 faculty have participated in this course, which is offered every semester. UIUC GSLIS offers two programs online, with over 600 total participants, 320 of whom have graduated. Students pursuing their degrees online have resided in 47 states and several foreign countries. Since the inception of our online program, 78 faculty have taught over 45 different courses online. Currently, training and support for individual faculty is provided by instructional technology specialists and through periodic faculty training sessions.

Drawing on the University of Central Florida's study of nearly 180 faculty (Hartman et. al., 2000), one may consider the benefits of collaborative faculty development for online education in terms of:

- Providing experiential learning for faculty participants

- Fostering cross-institutional sharing of teaching techniques
- Building learning communities among faculty
- Creating lifelong learning among faculty
- Creating discussions of the teaching and learning process
- Encouraging scholarly teaching
- Promoting peer evaluation and coaching
- Exposing faculty to tools and instructional best practices
- Modeling a combination of delivery techniques
- Using cooperative and collaborative learning techniques
- Transforming all teaching to become more active and student-centered

Collaborative faculty training will be piloted at Syracuse, Illinois, and Washington in spring 2005. This will allow refinement of a two-day workshop to be held in Chicago prior to the American Library Association annual conference in June 2005. The workshop will focus on training for faculty interested in participating in the WISE initiative. The workshop will be held in downtown Chicago at the Illini Center (http://www.illinicenter.uiuc.edu). During the second year of the grant, this workshop will be repeated in conjunction with the ALISE annual conference in San Antonio in January 2006. In addition, the lead instructional designer will develop project website content sharing best practices in LIS online pedagogy.

Training materials will be developed to emphasize strategies to effectively design and deliver courses for online LIS graduate professional education, drawn from research on online pedagogy and the practices of effective online faculty. While specifics of the training will be developed during the first year of the grant, likely topics to be covered include: 1) effective integration of resources, including instructor-created content, existing Web-based material, and guest experts; 2) making effective use of asynchronous discussions; 3) facilitating group work; 4) strategies for sharing student work; 5) student assessment; 6) understanding different student needs; and 7) methods and tools to convert face-to-face learning to the online environment.

**2.** ***Develop widely accepted standards and metrics for online library and information science education***

The faculty training initiative seeks to enhance the quality of individual online courses. The second project outcome seeks to foster quality in both individual courses and programs as a whole. The success of a consortium cannot be judged solely on the number of students or universities that participate in it. It must also be evaluated to determine whether it succeeds in enhancing learning. Thus, an essential characteristic of a successful consortium is the provision of high quality learning experiences. High quality has been a goal of the consortium from its inception. However, the desire for high quality education is only the first step in its provision. Research has demonstrated that learning effectiveness in online education is enhanced by specific practices and support mechanisms. This research has resulted in a variety of highly regarded standards and metrics, in particular:

- Sloan-C *Five Pillars of Quality Online Education*
- Institute for Higher Education Policy *Benchmarks for Success in Internet-Based Distance Education*
- American Distance Education Consortium (ADEC) *Guiding Principles for Distance Learning*
- American Federation of Teachers (AFT) *Distance Education: Guidelines for Good Practice*

Quality metrics based on the guidelines above might include, for example, limits on the number of students enrolled in online courses, minimum requirements for course residencies and instructor expertise, mandatory faculty training in online pedagogy, and minimum requirements for student access to online help and resources.

Does the WISE consortium actually provide LIS students with greater access to high-quality and diverse program offerings? Does it increase the learning effectiveness of participating students? Does it strengthen the

participating schools administratively? Does it encourage faculty development and innovation? Are the specific requirements of LIS education (graduate level professional education) fulfilled, or even surpassed, by participation in a consortium? The first step in answering these questions is to develop preliminary standards and metrics specific to LIS online education that may be used to evaluate its effectiveness.

Existing standards and metrics for online education apply either to any educational level or to higher education in general. They do not address the specific requirements of a graduate level professional degree program. Currently, no generally accepted standards for online LIS education exist. Thus, the development of such standards would not only be essential for the consortium, but would benefit the LIS online education community as a whole. Standards and metrics specific to LIS education may also incorporate documents addressing quality LIS education such as the ALA *Guidelines for Choosing a Master's Program in Library and Information Studies* and the *Standards for Accreditation of Master's Programs in Library and Information Studies*. Project staff will review well-established, authoritative distance education standards/metrics; review standards by faculty and administrators engaged in online LIS education for LIS education; prepare a document describing standards and metrics; circulate the document for comment; and widely disseminate the revised document.

***3. Develop a collaborative marketplace for online courses in library and information science***

During the spring and fall of 2004, Syracuse, Washington, and UIUC will be participating in a pilot consortium to offer selected online courses to students in all three programs. The third planned outcome of this grant will involve development of a collaborative marketplace for online LIS courses within the context of a consortium of LIS schools. By taking advantage of excess capacity in online course offerings, this collaborative marketplace will provide additional access to courses by students and thereby build collective institutional capacity among the WISE schools.

To build the consortium, we will have a one-day pre-conference workshop at the Association for Library and Information Science Education (ALISE) Conference in Boston in January 2005. This pre-conference will invite representatives from all potentially interested LIS programs to discuss the collaborative marketplace of online education. During the first year of the WISE program we will identify the challenges to overcome, share what we have learned with other schools interested in participating, and work out the mechanisms needed to scale the WISE program to include additional schools.

Following the pre-conference, we will work with interested schools to build the list of consortium course offerings with the goal of supporting cross-institutional student enrollments beginning in fall 2005.

Coordination of course offerings within the WISE initiative will be a challenge. Details of the WISE model are described below under "Design". Resources are requested to build this collaborative exchange of courses and ideas. Students will be navigating different course management systems, academic calendars, course credit hours, and modes of course delivery including both synchronous and asynchronous delivery formats. A WISE Project Coordinator will be charged with lowering the barriers for student access to online courses from other programs. This includes developing a website that lists courses, answers programmatic questions, and provides students with a WISE helpdesk. The WISE Coordinator will need to have expertise in providing student-centered service.

**Impact**

"Online learning has become a serious transformative force in American higher education." (Sener, 2002)

The outcomes of this project will impact students, faculty, schools, and the profession. This consortium will extend the anywhere anytime paradigm of online education in library and information science toward any class,

anywhere, anytime. The WISE initiative will increase the diversity of coursework in online programs and access to these programs. This will ultimately increase the number of students and the quality of their degree programs in library and information science.

- Students will benefit through increasing capacity and availability of online LIS degree programs, enhanced quality of those programs, and access to a wider array of online courses that can be included in a program of study.
- Faculty will benefit through professional development opportunities to enhance their skills as online instructors; an expanded market for more specialized courses that they would like to offer; and the stimulation that comes from working with a more diverse group of students enrolled in their courses. Individual schools within the consortium will benefit from shared strategies for enhancing the quality of online programs and more cost effective management of online education offerings.
- The profession as a whole will benefit from the wider range of students who can complete the MS and join the profession; through exercising leadership in developing a consortial model for online education; and through the promulgation of quality standards for online education.

We are proposing an initiative that has the potential to benefit all LIS programs and their students. Programs that could not previously offer certain specialty elective courses will now be able to provide students with access to a richer collection of course offerings. In addition, specializations, such as Native American Librarianship or Instructional Resources for Urban Libraries, which may not have been able to attract a sufficient number of students at one institution will be accessible to a larger audience. This has the potential to decrease the costs of LIS education at all participating institutions. Instead of individual schools offering undersubscribed courses, a single institution will be able to offer the consortium course thereby saving resources at other schools.

**Diversity**

The consortium approach to online education has the potential to enhance diversity along a number of dimensions: the range of courses, the content of those courses, and the students reached through those courses. Consortium online education enables library and information science programs to increase the range of courses available to students. Courses focusing on services to diverse populations, e.g. - urban school children, physically challenged library patrons--will be accessible to a larger audience as a result of the consortium. The content of individual courses can also be enriched through integration of diverse resources, both electronic and human. Additionally, online education reaches the many potential students who cannot take advantage of site-based programs, due to such factors as location, work schedule, or family obligations. In quality online courses and programs, these students are integrated into a learning community that benefits from the diverse perspectives they bring to the discussions.

Diversity will be incorporated in the WISE quality standards and metrics, including designing for and supporting the needs of special populations.

**Design**

This WISE project includes the development and delivery of faculty training in online pedagogy, development of standards and metrics for online LIS education, and the development of a collaborative marketplace for LIS programs and courses. The two key staff members-the WISE Project Coordinator and the WISE Coordinator of Instructional Design--will be hired during the fall of 2004. Project coordination will begin at a pre-conference seminar at ALISE in January of 2005 and will continue throughout the two years of IMLS funding and beyond. The development of training for online teaching will begin during the fall of 2004. An initial workshop on online pedagogy will be held in conjunction with the ALA conference in June of 2005 in Chicago. The development and delivery of faculty training will continue throughout the initiative with annual workshops

held at ALISE starting in January of 2006 and development of the online pedagogy portion of the project website. Assessment of the WISE model including the coordination and faculty training will occur throughout the two years of IMLS funding.

The WISE development of training for online teaching will take advantage of the extensive experience and research in online teaching in library and information science at the University of Illinois and Syracuse University. These two universities have been offering online courses for the past 10 years. In Attachment 2 to this proposal is a list of publications and presentations by faculty at these universities. The experience of these institutions, together with existing standards for online education, will inform development of the standards and metrics for online LIS education.

The WISE collaborative marketplace is designed to take advantage of the capabilities of networked online education and the excess capacity schools have in their more specialized courses. Consortiums of schools offering online programs have begun to grow. Programs such as the Great Plains IDEA, WisTREC, BATE, MOHEC, and others have formed to take advantage of the strengths of program partners and the ability to offer online courses to students regardless of location. In LIS, the Southeastern Archives Education Collaborative project, funded by IMLS, is demonstrating the value of sharing courses across four institutions.

There are three collaborative models of online education: 1) facilitate students registering for online courses at other universities and allow them to transfer the credits, 2) create a separate organization that coordinates online course offerings and students through the organization, and 3) cross-list courses from other schools.

The first model is an extension of the model that existed before online education. This model is used by the SUNY Learning Network, WisTrec, and others. Students transfer credits taken at other universities. The burden is on the student to find the other courses and navigate the transfer process. There is also no financial incentive for the student's home school to encourage this since all tuition revenue is paid to the other institution. Administrative costs are low for this model, but the cost of participation for students is high.

The second model of a collaborative course marketplace is used by the Great Plains IDEA model among others. This model requires establishing a separate institution that manages student enrollments, courses, finances, and faculty with online courses that are "borrowed" from their home university. New programs that could not be offered at individual universities can be offered when the faculty resources are combined into the consortium. While this model lowers the burden on students of navigating different university programs and courses, it dramatically increases the costs of administration of the initiative.

The WISE project is built on the third model. Select courses from other programs will be cross-listed as courses at the student's home school. If a student from Syracuse University wants to take a cross-listed course offered by the University of Illinois, the student will register in the course through Syracuse University. This avoids funding a separate administrative structure for this initiative while still lowering the barrier for students to take courses from other programs. The student pays tuition to the home school and does not have to transfer in credits from the other university.

The economic model that enables students to take courses from other universities is the "airline model" of capacity pricing. The airline model of prices is based on the assumption that regardless of the number of passengers or empty seats on a flight, the flight will still take place. The airline is always better off trying to find some way to fill the empty seats with passengers-or in this case, students. In WISE each program administrator anticipates the registration of their students in their courses and offers expected excess capacity to the consortium. If after registration there is additional capacity, schools can offer additional seats in their virtual courses. The result is a more efficient model of providing courses at each university that increases the diversity of course offerings.

Under the WISE model, net imports or exports of students must be balanced. University programs that "export" more students than they "import" will be required to make a payment for these students. University programs that "import" more students than they "export" will be paid for these net imports.

**Management Plan**

The Graduate School of Library and Information Science at UIUC and the School of Information Studies at Syracuse University will participate in every aspect of the WISE project. These two schools with a combined full time faculty of 65 and permanent school-based staff of over 50 have a combination of resources that will insure the success of this project. The School of Information at the University of Washington will participate in the WISE consortium, but given that they are relatively new to online education they have asked that their role in the program coordination, development of faculty training, and assessment be limited.

The WISE Project Coordinator will be hired as manager for this initiative. The coordinator will be working with two graduate assistants and the directors of distance education at each of the universities. This team will be responsible for overall coordination including a listing of courses available from each program; coordinating and disseminating academic calendars; answering student and faculty questions about the courses, course content, and requirements; coordinating meetings among the principals; and work with the web site developers on web content. WISE coordination will be overseen by Bruce Kingma, Associate Dean, SU IST.

The WISE Coordinator of Instructional Design will be hired as expert and team leader for faculty training in distance education pedagogy. The instructional designer will work with two graduate assistants and the instructional designers at each of the universities. This team will facilitate discussion among the instructional designers at the participating programs, develop and teach the faculty training course. The Coordinator for Instructional Design will be overseen by Linda Smith, Associate Dean, UIUC GSLIS.

The WISE assessment team will be led by Rae-Anne Montague, LEEP Coordinator at UIUC GSLIS. A WISE assessment team will:

- use qualitative and quantitative measures to monitor the success of the WISE initiative
- maintain statistics on participation
- collect survey and interview data from participating students and faculty to determine their interest in and satisfaction with WISE courses
- use data collected from surveys to inform future directions for the consortium, course development and faculty training needs.

We are pleased to have representatives of the Board of Directors of the Sloan Consortium serving as external consultants to the assessment team (see Attachment 3).

**Budget**

We are requesting funding for three major project initiatives: faculty training, program assessment, and program coordination.

A total of $341,750 in direct project costs is proposed over two years of which $216,797 is requested from IMLS to support faculty training and program assessment. Faculty training and program assessment will be the responsibility of both schools, however, these initiatives will be led by UIUC GSLIS which is sharing the costs of program leadership by providing a percentage of the associate dean and related staff salaries. Support for faculty training includes … per year for salary for two years to hire a lead instructional designer to coordinate between the university instructional designers, build and facilitate faculty training. The budget also includes stipends and tuition for two graduate assistants to assist with the faculty training coordination and the program assessment.

Support is requested for the two-day workshop on faculty online teaching to be held in Chicago in June 2005.

Rae-Anne Montague will lead the assessment team, however, her salary will be provided as a cost-share by UIUC GSLIS. Support is requested from IMLS for 3 consultants from Sloan-C to provide an additional, external assessment of the program including faculty training, pedagogy and coordination. The first year of this support is shown in the UIUC GSLIS budget sheets, the second year is shown on the SU IST. Support is requested for conference travel to disseminate the results of this program and computers for use by the graduate students and Rae-Anne. Travel and equipment costs are shared by UIUC GSLIS.

A total of $583,626 is proposed over two years of which $358,272 is requested from IMLS to support program coordination. Program coordination will be the responsibility of both schools, however, this initiative will be led by 1ST at SU which is sharing the cost of program leadership by providing a percentage of the associate dean and related staff salaries. Support for program coordination includes … per year for a WISE project coordinator for salary for two years. Four graduate students will provide support *for* program coordination. Two will be assigned to program coordination, one to facilitate WISE faculty training, and one to facilitate WISE assessment. We are requesting that IMLS cover the stipends of the graduate students and tuition for one of the four. SU will provide full tuition for three of the four graduate students. Support is also requested for marketing, computers, supplies, and website development.

The detailed budget also lists fringe benefits for staff, faculty, and graduate students; and the indirect costs.

**Contributions**

Cost sharing from the lead institutions include a percentage of the salaries of the associate deans and related staff for all three program initiatives. Cost sharing also includes the full salary of Rae-Anne Montague, who will be providing program assessment; full tuition for three graduate students; marketing expenses; equipment; and travel expenses.

These institutions are also committed to the long-run success of this initiative. After the first two years of this program both of the lead institutions are committed to providing continued support for this initiative.

**Personnel**

Attached to this proposal are the resumes of Linda Smith, Associate Dean, UIUC; Bruce Kingma, Associate Dean, SU; Rae-Anne Montague, LEEP Coordinator, UIUC; Jill Gengler, Manager of Instructional Technology, UIUC; Matthew Beth, Computer-Assisted Instruction Specialist, UIUC; Kathryn Allen, Director of Distance Education, SU; Peggy Brown, Coordinator for Instructional Resources, SU; Michael Fudge, Systems Administrator, SU. A WISE Project Coordinator and WISE Coordinator of Instructional Design will be hired in fall 2004 and participate throughout the duration of the project. Linda Smith will oversee the work of the WISE Coordinator of Instructional Design who will collaborate with Jill Gengler, Matthew Beth, and Peggy Brown on the faculty training component. Bruce Kingma will oversee the work of the WISE Project Coordinator who will collaborate with Kathryn Allen and Rae-Anne Montague on the collaborative marketplace development component. Rae-Anne Montague will coordinate the evaluation effort and all project staff will be involved in development of standards and metrics.

**Project Evaluation**

Project evaluation will be tied to project goals and will consist of an external and an internal evaluation. The external project evaluation will be provided by the Sloan-C program, a national leader in online education. A letter from

Sloan-C expressing its commitment to the program evaluation, as well as the basis and purpose of the evaluation, is included as Attachment 3. Sloan-C's five pillars of quality in online education will be the basis of the educational evaluation (see http://www.sloan-c.org). An initial evaluation to be completed in Spring 2005 will review program assessment, delivery, and faculty training. A second evaluation to be completed in Spring 2006 will review assessment results. A written report will be provided to the WISE project administrators after each of these evaluations.

An internal evaluation addressing program goals, processes, and outcomes will also be completed. This evaluation will highlight the general goals and provision of online education as well as the specific goals and provision of LIS professional education. A variety of data collection methods will be employed, including surveys of student and faculty satisfaction, focus group interviews, individual interviews with students, faculty, administrators, and support staff. These methods will supply both qualitative and quantitative data, which will give in-depth information about a wide variety of aspects of the program as well as statistical comparisons for outcomes.

Data will be collected from participants prior to their involvement in the consortium, to provide a baseline for assessment. Data collected at the end of each course and at the end of each term as the project progresses will provide a cumulative evaluation. The internal project evaluation will incorporate both formative and summative components. The goal of the formative evaluation components is to enhance the quality of the existing program. The goal of the summative evaluation components is to measure outcomes and effectiveness of the program.

The internal evaluation will be directed by Rae-Anne Montague, LEEP Coordinator at UIUC GSLIS. She is currently pursuing doctoral studies focused on online education, and will incorporate the internal evaluation into her dissertation research.

**Dissemination**

Dissemination of the results and organization of WISE will be frequent and ongoing. We will disseminate the results at ALISE, ALA, Sloan-C, DLA, the Annual Conference on Distance Teaching and Learning in Madison, and Educause. A pre-conference at ALISE 2005 will be held to discuss program coordination. At this pre-conference we will discuss the challenges and opportunities of the WISE program with other library and information science schools. At ALA 2005 we will have a two-day pre-conference retreat focusing on online pedagogy. Dissemination of the program and project evaluation results will continue at the Annual Conference on Distance Teaching and Learning in August of 2005 and 2006; Sloan-C and Educause in November of 2005 and 2006; and Distance Learning Administration Conference in May of 2005 and 2006.

Dissemination will also include the WISE website. The website will incorporate best practices in online education in library and information science, faculty training in online pedagogy, and serve to coordinate schools, faculty, and students participating in the WISE program.

**Sustainability**

We believe that the assessment of the WISE initiative will prove useful in ensuring the development of a sustainable online consortial model. Assessment will include student satisfaction, an analysis of student demand, and the demand by library and information science programs for participation and faculty training.

Coordination, instructional design, and website maintenance are long run costs that must be covered through a combination of membership fees for participating schools and registration revenues from annual WISE program conferences at ALA and/or ALISE. After the fixed costs of the first two years of the WISE program, participating schools will be asked to pay an annual fee plus a per-student fee to the WISE program. For example, if the cost of

WISE coordination is $20,000 per year and 200 students are participating from 10 LIS schools, the cost of the program coordination can be recovered by charging each school $50 per student plus a $1,000 annual participation fee. Cost savings achieved from schools participating in WISE should more than offset these surcharges. However, program assessment, student demand, cost sharing, and library and information science program interest in participating will influence the amount of a possible surcharge.

WISE faculty training and instructional design during the grant period will be offered free of charge to faculty and schools interested in participating. We will be examining possible faculty training fees to offset this cost in the long run. We anticipate an annual pre-conference workshop at ALISE on online teaching pedagogy. For example, 100 registrants for a pre-conference workshop with a fee of $100 per registrant would raise $10,000. Faculty training in online pedagogy has been a priority at the School of Information Studies and the Graduate School of Library and Information Science since the inception of their online programs and will continue to be a priority for both schools after the completion of the two years of IMLS funding for WISE.

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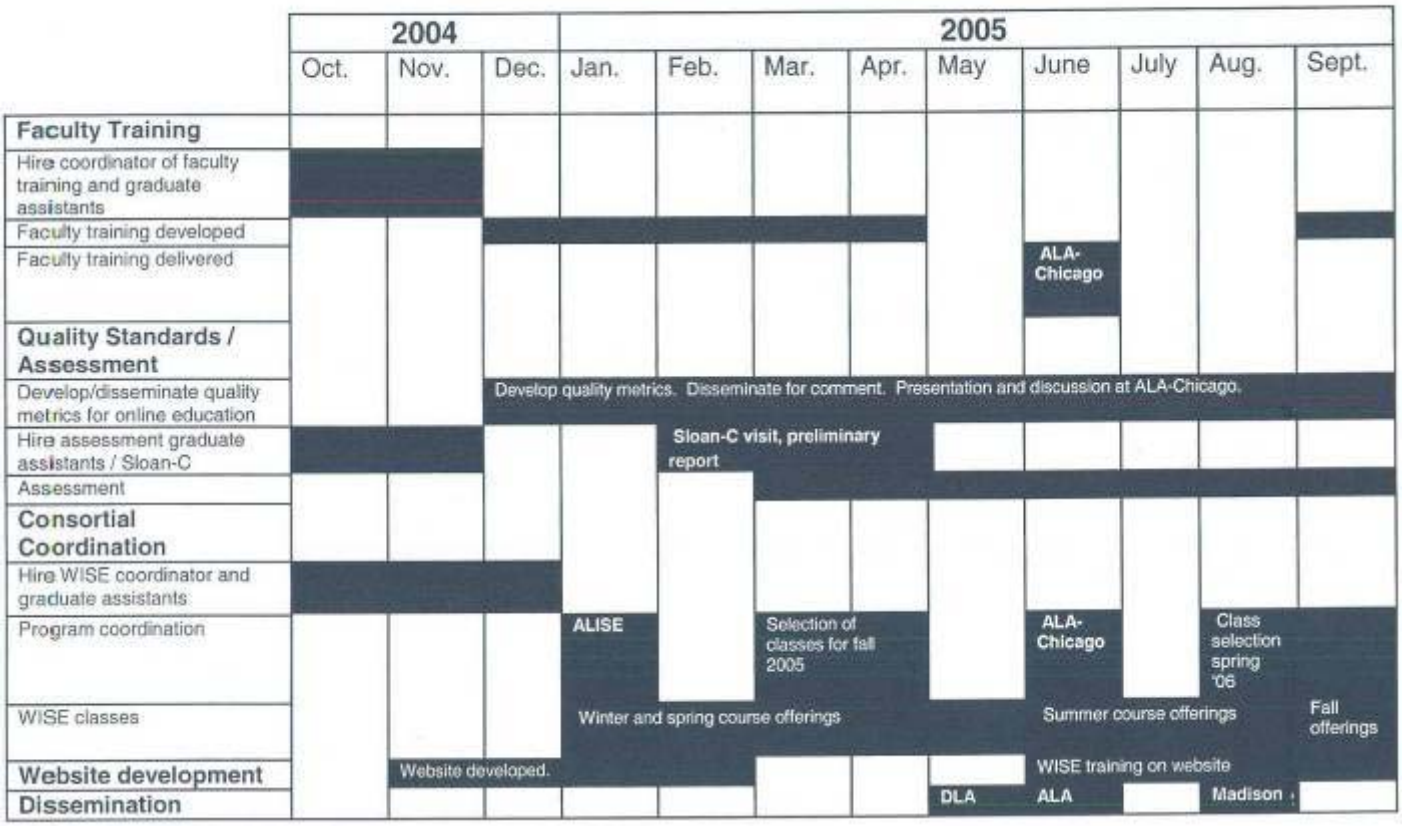
Tyler, A. (2001). "A Survey of Distance Learning Library and Information Science Courses Delivered via the Internet," *Education for Information* 19, no. 1 (March): 47-59.

# WISE Schedule of Completion Year 1



# WISE Schedule of Completion Year 2

| | 2005 | | | 2006 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | Sept. |
| **Faculty Training** | | | | | | | | | | | | |
| Faculty training developed | | | | | | | | | | | | |
| Faculty training delivered | | | | ALISE | | | | | | | | |
| **Quality Standards / Assessment** | | | | | | | | | | | | |
| Develop/disseminate quality metrics for online education | | | | ALISE | | | | | | | | |
| Sloan-C assessment visit and report | | | | | Sloan-C visit | | | | Sloan-C report | | | |
| Assessment | | | | | | | | | | Final | report | |
| **Consortial Coordination** | | | | | | | | | | | | |
| Project coordination and support | Class selection for summer and fall 2006. | | | ALISE | | Class selection for spring 2007 | | | | ALA | | |
| WISE classes | Fall course offerings | | | Winter and spring course offerings | | | | | | Summer course offerings | | |
| **Website maintenance** | | | | | | | | | | | | |
| **Dissemination** | | Sloan-C, Educause | | ALISE | | | | DLA | ALA | | Madison | |

# Project Budget Form

## SECTION 1: DETAILED BUDGET

**Year 1 – Budget Period from** 09 / 01 / 04 **to** 08 / 31 / 05

Name of Applicant Organization Syracuse University

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3–2.5 BEFORE PROCEEDING.

### SALARIES AND WAGES (PERMANENT STAFF)

| NAME/TITLE | NO. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| WISE Coordinator | (1) | | | | | |
| B. Kingma, Assoc Dean | (1) | | | | | |
| SU IST Support Staff | (3) | | | | | |
| | ( ) | | | | | |
| | | **TOTAL SALARIES AND WAGES $** | | | | 63646 |

### SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

| NAME/TITLE | NO. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| Graduate Assistants | (4) | | | | | |
| Graduate Assistants | (4) | | | | | |
| | ( ) | | | | | |
| | ( ) | | | | | |
| | | **TOTAL SALARIES AND WAGES $** | | | | 70000 |

### FRINGE BENEFITS

| RATE | SALARY BASE | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| % of $ | | | | | |
| % of $ | | | | | |
| % of $ | | | | | |
| | **TOTAL FRINGE BENEFITS $** | | | | 28079 |

### CONSULTANT FEES

| NAME/TYPE OF CONSULTANT | RATE OF COMPENSATION (DAILY OR HOURLY) | NO. OF DAYS (OR HOURS) ON PROJECT | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| Sloan-C Eval Team (3) | 1000 ea | 2 days | 6000 | | | 6000 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | **TOTAL CONSULTANT FEES $** | 6000 | | | 6000 |

### TRAVEL

| FROM/TO | NUMBER OF: PERSONS | DAYS | SUBSISTENCE COSTS | TRANSPORTATION COSTS | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|---|---|
| See attached | ( ) | ( ) | | | 22000 | 7500 | | 29500 |
| | ( ) | ( ) | | | | | | |
| | ( ) | ( ) | | | | | | |
| | ( ) | ( ) | | | | | | |
| | | | **TOTAL TRAVEL COSTS $** | | 22000 | 7500 | | 29500 |

# Project Budget Form

## SECTION 1: DETAILED BUDGET CONTINUED

### Year 1

**MATERIALS, SUPPLIES AND EQUIPMENT**

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| Computers | 2 @ 2000 ea | 2000 | 2000 | | 4000 |
| Marketing Materials | Estimate | 6000 | 6000 | | 12000 |
| Supplies | Estimate | | 2000 | | 2000 |
| **TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT $** | | 8000 | 10000 | | 18000 |

**SERVICES**

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| Website Development | Estimate | 10000 | 5000 | | 15000 |
| | | | | | |
| | | | | | |
| **TOTAL SERVICES COSTS $** | | 10000 | 5000 | | 15000 |

**STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)**

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| GA Acad Yr Tuition | 4 @ 18 cr ea * 803/cr | 28908 | 43362 | | 72270 |
| GA Summer Tuition | 4 @ 6 cr ea * 803/cr | 4818 | 14454 | | 19272 |
| | | | | | |
| **TOTAL STUDENT SUPPORT $** | | 33726 | 57816 | | 91542 |

**OTHER**

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| **TOTAL OTHER COSTS $** | | | | | |

| | | | | |
|---|---|---|---|---|
| **TOTAL DIRECT PROJECT COSTS $** | 182506 | 139261 | | 321767 |
| **TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT $** | 148780 | 81445 | | 230225 |

**INDIRECT COSTS**

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

☐ A. an indirect cost rate which does not exceed 15% of modified total direct costs – may be listed only as cost sharing.

☑ B. Federally negotiated Indirect Cost Rate (see page 2.4).

Department of Health and Human Services
Name of Federal Agency

Negotiated May 12, 2003
Expiration Date of Agreement

| C. Rate base(s) | | Modified Direct Costs | | |
|---|---|---|---|---|
| 32.5 % | of $ | 148780 | = $ | 48354 |
| 32.5 % | of $ | 81445 | = $ | 26470 |
| % | of $ | | = $ | |

| | IMLS | APPLICANT | PARTNER(S) IF APPLICABLE | TOTAL |
|---|---|---|---|---|
| **TOTAL INDIRECT COSTS CHARGED TO $** | 48354 | 26470 | | 74824 |

# Project Budget Form

## SECTION 1: DETAILED BUDGET

**Year 2 (if applicable) – Budget Period from** 09 /01 /05 **to** 08 /31 /06

Name of Applicant Organization Syracuse University

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3–2.5 BEFORE PROCEEDING.

**SALARIES AND WAGES (PERMANENT STAFF)**

| NAME/TITLE | NO. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| WISE Coordinator | (1) | | | | | |
| B. Kingma, Assoc Dean | (1) | | | | | |
| SU IST Support Staff | (3) | | | | | |
| | ( ) | | | | | |
| | | **TOTAL SALARIES AND WAGES $** | | | | 64590 |

**SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)**

| NAME/TITLE | NO. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| Graduate Assistants | (4) | | | | | |
| Graduate Assistants | (4) | | | | | |
| | ( ) | | | | | |
| | ( ) | | | | | |
| | | **TOTAL SALARIES AND WAGES $** | | | | 73400 |

**FRINGE BENEFITS**

| RATE | | SALARY BASE | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| | % of $ | | | | | |
| | % of $ | | | | | |
| | % of $ | | | | | |
| | | **TOTAL FRINGE BENEFITS $** | | | | 28807 |

**CONSULTANT FEES**

| NAME/TYPE OF CONSULTANT | RATE OF COMPENSATION (DAILY OR HOURLY) | NO. OF DAYS (OR HOURS) ON PROJECT | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | **TOTAL CONSULTANT FEES $** | | | | |

**TRAVEL**

| FROM/TO | NUMBER OF: PERSONS | DAYS | SUBSISTENCE COSTS | TRANSPORTATION COSTS | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|---|---|
| see attached | ( ) | ( ) | | | 15000 | 5500 | | 20500 |
| | ( ) | ( ) | | | | | | |
| | ( ) | ( ) | | | | | | |
| | ( ) | ( ) | | | | | | |
| | | | **TOTAL TRAVEL COSTS $** | | 15000 | 5500 | | 20500 |

# Project Budget Form

## SECTION 1: DETAILED BUDGET CONTINUED

### Year 2

**MATERIALS, SUPPLIES AND EQUIPMENT**

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| Marketing Materials | Estimate | 6000 | 6000 | | 12000 |
| Supplies | Estimate | | 2000 | | 2000 |
| | | | | | |
| **TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT $** | | 12000 | 2000 | | 14000 |

**SERVICES**

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| Website Development | Estimate | 10000 | 5000 | | 15000 |
| | | | | | |
| | | | | | |
| **TOTAL SERVICES COSTS $** | | 10000 | 5000 | | 15000 |

**STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)**

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| GA Acad Yr Tuition | 4 @ 18 cr ea * 869/cr | 31284 | 46926 | | 78210 |
| GA Summer Tuition | 4 @ 6 cr ea * 869/cr | 5214 | 15642 | | 20856 |
| | | | | | |
| **TOTAL STUDENT SUPPORT $** | | 36498 | 62568 | | 99066 |

**OTHER**

| ITEM | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| **TOTAL OTHER COSTS $** | | | | | |
| **TOTAL DIRECT PROJECT COSTS $** | | 172995 | 142369 | | 315363 |
| **TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT $** | | 136497 | 79801 | | 216297 |

**INDIRECT COSTS**

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

☐ A. an indirect cost rate which does not exceed 15% of modified total direct costs – may be listed only as cost sharing.

☑ B. Federally negotiated Indirect Cost Rate (see page 2.4).

Department of Health and Human Services
Name of Federal Agency

Negotiated May 12, 2003
Expiration Date of Agreement

C. Rate base(s) Modified Direct Costs

| | | | | |
|---|---|---|---|---|
| 32.5 % | of | $ 136497 | = | $ 44362 |
| 32.5 % | of | $ 79801 | = | $ 25935 |
| % | of | $ | = | $ |

| | IMLS | APPLICANT | PARTNER(S) IF APPLICABLE | TOTAL |
|---|---|---|---|---|
| **TOTAL INDIRECT COSTS CHARGED TO $** | 44362 | 25935 | | 70297 |

# Project Budget Form

## SECTION 1: DETAILED BUDGET

**Year 1 – Budget Period from** 09 / 01 / 04 **to** 08 / 31 / 05

Name of Applicant Organization Univeristy of Illinois

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3–2.5 BEFORE PROCEEDING.

**SALARIES AND WAGES (PERMANENT STAFF)**

| NAME/TITLE | NO. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| Linda Smith | (1) | | | | | |
| Jill Gengler | (1) | | | | | |
| Instructional Designer | (1) | | | | | |
| Matt Beth | (1) | | | | | |
| | | **TOTAL SALARIES AND WAGES $** | | | | 61582 |

**SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)**

| NAME/TITLE | NO. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| R A Montague, PhD | (1) | | | | | |
| Graduate Assistant | (2) | | | | | |
| | ( ) | | | | | |
| | ( ) | | | | | |
| | | **TOTAL SALARIES AND WAGES $** | | | | 50529 |

**FRINGE BENEFITS**

| RATE | SALARY BASE | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| % of $ | | | | | |
| % of $ | | | | | |
| % of $ | | | | | |
| | **TOTAL FRINGE BENEFITS $** | | | | 18241 |

**CONSULTANT FEES**

| NAME/TYPE OF CONSULTANT | RATE OF COMPENSATION (DAILY OR HOURLY) | NO. OF DAYS (OR HOURS) ON PROJECT | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | **TOTAL CONSULTANT FEES $** | | | | |

**TRAVEL**

| FROM/TO | NUMBER OF: PERSONS | NUMBER OF: DAYS | SUBSISTENCE COSTS | TRANSPORTATION COSTS | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|---|---|
| see attached | ( ) | ( ) | | | 10000 | 5000 | | 15000 |
| | ( ) | ( ) | | | | | | |
| | ( ) | ( ) | | | | | | |
| | ( ) | ( ) | | | | | | |
| | | | **TOTAL TRAVEL COSTS $** | | 10000 | 5000 | | 15000 |

# Project Budget Form

## SECTION 1: DETAILED BUDGET CONTINUED

### Year 1

**MATERIALS, SUPPLIES AND EQUIPMENT**

| Item | Method of Cost Computation | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| **TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT $** | | | | | |

**SERVICES**

| Item | Method of Cost Computation | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| **TOTAL SERVICES COSTS $** | | | | | |

**STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)**

| Item | Method of Cost Computation | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|---|
| Tuition for GAs | | 10834 | 7861 | | 18695 |
| | | | | | |
| | | | | | |
| **TOTAL STUDENT SUPPORT $** | | 10834 | 7861 | | 18695 |

**OTHER**

| Item | Method of Cost Computation | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|---|
| Workshop Participants | | 6150 | | | 6150 |
| | | | | | |
| | | | | | |
| **TOTAL OTHER COSTS $** | | 6150 | | | 6150 |
| **TOTAL DIRECT PROJECT COSTS $** | | 108113 | 62085 | | 170197 |
| **TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT $** | | 97279 | 54224 | | 151503 |

**INDIRECT COSTS**

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

☐ A. an indirect cost rate which does not exceed 15% of modified total direct costs – may be listed only as cost sharing.

☑ B. Federally negotiated Indirect Cost Rate (see page 2.4).

Name of Federal Agency

Expiration Date of Agreement

C. Rate base(s) Modified Direct Costs

| | | | | | |
|---|---|---|---|---|---|
| 24.9 % | of | $ | 97279 | = $ | 24222 |
| 24.9 % | of | $ | 54224 | = $ | 13502 |
| % | of | $ | | = $ | |

| | IMLS | Applicant | Partner(s) if applicable | Total |
|---|---|---|---|---|
| **TOTAL INDIRECT COSTS CHARGED TO $** | 24222 | 13502 | | 37724 |

# Project Budget Form

## SECTION 1: DETAILED BUDGET

**Year 2 (if applicable) – Budget Period from** 09 /01 /05 **to** 08 /31 /06

Name of Applicant Organization University of Illinois

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3–2.5 BEFORE PROCEEDING.

### SALARIES AND WAGES (PERMANENT STAFF)

| NAME/TITLE | NO. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| Linda Smith | (1) | | | | | |
| Jill Gengler | (1) | | | | | |
| Instructional Designer | (1) | | | | | |
| Matt Beth | (1) | | | | | |
| | | **TOTAL SALARIES AND WAGES $** | | | | 62445 |

### SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

| NAME/TITLE | NO. | METHOD OF COST COMPUTATION | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| R A Montague, PhD | (1) | | | | | |
| Graduate Assistants | (2) | | | | | |
| | ( ) | | | | | |
| | ( ) | | | | | |
| | | **TOTAL SALARIES AND WAGES $** | | | | 52562 |

### FRINGE BENEFITS

| RATE | SALARY BASE | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|
| % of $ | | | | | |
| % of $ | | | | | |
| % of $ | | | | | |
| | **TOTAL FRINGE BENEFITS $** | | | | 18498 |

### CONSULTANT FEES

| NAME/TYPE OF CONSULTANT | RATE OF COMPENSATION (DAILY OR HOURLY) | NO. OF DAYS (OR HOURS) ON PROJECT | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|
| Sloan-C Eval Team (3) | 1000/day | 2 | 6000 | | | 6000 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | **TOTAL CONSULTANT FEES $** | | 6000 | | | 6000 |

### TRAVEL

| FROM/TO | NUMBER OF: PERSONS | DAYS | SUBSISTENCE COSTS | TRANSPORTATION COSTS | IMLS | APPLICANT | PARTNER(S) (IF APPLICABLE) | TOTAL |
|---|---|---|---|---|---|---|---|---|
| See attached | ( ) | ( ) | | | 7000 | 3500 | | 10500 |
| | ( ) | ( ) | | | | | | |
| | ( ) | ( ) | | | | | | |
| | ( ) | ( ) | | | | | | |
| | | | **TOTAL TRAVEL COSTS $** | | 7000 | 3500 | | 10500 |

# Project Budget Form

## SECTION 1: DETAILED BUDGET CONTINUED

### Year 2

**MATERIALS, SUPPLIES AND EQUIPMENT**

| Item | Method of Cost Computation | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| **TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT $** | | | | | |

**SERVICES**

| Item | Method of Cost Computation | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| **TOTAL SERVICES COSTS $** | | | | | |

**STUDENT SUPPORT (PRIORITIES 1, 2, AND 3)**

| Item | Method of Cost Computation | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|---|
| Tuition for GAs | | 11272 | 8176 | | 19448 |
| | | | | | |
| | | | | | |
| **TOTAL STUDENT SUPPORT $** | | 11272 | 8176 | | 19448 |

**OTHER**

| Item | Method of Cost Computation | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|---|
| Workshop Participants | | 2100 | | | 2100 |
| | | | | | |
| | | | | | |
| **TOTAL OTHER COSTS $** | | 2100 | | | 2100 |
| **TOTAL DIRECT PROJECT COSTS $** | | 108684 | 62868 | | 171553 |
| **TOTAL DIRECT PROJECT COSTS EXCLUDING STUDENT SUPPORT $** | | 97412 | 54692 | | 152104 |

**INDIRECT COSTS**

Check either item A or B and complete C. (See section on Indirect Costs, page 2.4.)

Applicant organization is using:

☐ A. an indirect cost rate which does not exceed 15% of modified total direct costs – may be listed only as cost sharing.

☑ B. Federally negotiated Indirect Cost Rate (see page 2.4).

_____ Name of Federal Agency

_____ Expiration Date of Agreement

C. Rate base(s) Modified Direct Costs

| | | | | | |
|---|---|---|---|---|---|
| 24.9 % | of | $ | 97412 | = $ | 24256 |
| 24.9 % | of | $ | 54692 | = $ | 13618 |
| % | of | $ | | = $ | |

| | IMLS | Applicant | Partner(s) if applicable | Total |
|---|---|---|---|---|
| **TOTAL INDIRECT COSTS CHARGED TO $** | 24256 | 13618 | | 37874 |

# Project Budget Form

## SECTION 2: SUMMARY BUDGET

Name of Applicant Organization Syracuse University/University of Illinois

IMPORTANT! READ INSTRUCTIONS ON PAGES 2.3–2.5 BEFORE PROCEEDING.

| DIRECT COSTS | IMLS | Applicant | Partner(s) (if applicable) | Total |
|---|---|---|---|---|
| SALARIES & WAGES | 312147 | 186607 | | 498754 |
| FRINGE BENEFITS | 59571 | 34055 | | 93625 |
| CONSULTANT FEES | 12000 | | | 12000 |
| TRAVEL | 54000 | 21500 | | 75500 |
| MATERIALS, SUPPLIES & EQUIPMENT | 14000 | 18000 | | 32000 |
| SERVICES | 20000 | 10000 | | 30000 |
| STUDENT SUPPORT | 92330 | 136421 | | 228751 |
| OTHER | 8250 | | | 8250 |
| **TOTAL DIRECT COSTS** | $ 572298 | $ 406583 | $ | $ 978880 |
| **INDIRECT COSTS*** | $ 141194 | $ 79525 | $ | $ 220719 |

You may request indirect costs from IMLS only on the direct project costs requested from IMLS.

**TOTAL PROJECT COSTS** $ 1199599

| | | | |
|---|---|---|---|
| **AMOUNT OF CASH-MATCH** | $ | $ | |
| **AMOUNT OF IN-KIND CONTRIBUTIONS** (INSTITUTIONAL COST-SHARING), INCLUDING INDIRECT COSTS | $ 486108 | $ | |
| **TOTAL AMOUNT OF MATCH (CASH & IN-KIND CONTRIBUTIONS)** | | | $ 486108 |
| **AMOUNT REQUESTED FROM IMLS, INCLUDING INDIRECT COSTS** | | | $ 713492 |

**PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS** 49.93 %
(MAY NOT EXCEED 50% EXCLUDING STUDENT SUPPORT – RESEARCH PROJECTS EXCEPTED, SEE COST SHARING ON PAGE 1.9)

Have you received or requested funds for any of these project activities from another Federal agency?
(Please check one) ☐ Yes ☑ No

If yes, name of agency _____

Date of application _____ or award _____ Amount requested or received $ _____

**Budget Justification**

We are requesting funding for three major project initiatives: faculty training, program assessment, and program coordination.

A total of $341,750 in direct project costs is proposed over two years of which $216,797 is requested from IMLS to support faculty training and program assessment. Faculty training and program assessment will be the responsibility of both schools, however, these initiatives will be led by UIUC GSLIS which is sharing the costs of program leadership by providing a percentage of the associate dean and related staff salaries. Support for faculty training includes … per year for salary for two years to hire a lead instructional designer to coordinate between the university instructional designers, build and facilitate faculty training. The budget also includes stipends and tuition for two graduate assistants to assist with the faculty training coordination and the program assessment. Support is requested for the two-day workshop on faculty online teaching to be held in Chicago in June 2005.

Rae-Anne Montague will lead the assessment team, however, her salary will be provided as a cost-share by UIUC GSLIS. Support is requested from IMLS for 3 consultants from Sloan-C to provide an additional, external assessment of the program including faculty training, pedagogy and coordination. The first year of this support is shown in the UIUC GSLIS budget sheets, the second year is shown on the SU IST. Support is requested for conference travel to disseminate the results of this program and computers for use by the graduate students and Rae-Anne. Travel and equipment costs are shared by UIUC GSLIS.

A total of $637,131 is proposed over two years of which $355,501 is requested from IMLS to support program coordination. Program coordination will be the responsibility of both schools, however, this initiative will be led by IST at SU which is sharing the cost of program leadership by providing a percentage of the associate dean and related staff salaries. Support for program coordination includes … per year for a WISE project coordinator for salary for two years. Five graduate students will provide support for program coordination. Two will be assigned to program coordination, two to facilitate WISE faculty training, and one to facilitate WISE assessment. We are requesting that IMLS cover the stipends of 3.5 of the graduate students and tuition for two of the five. SU will provide stipends for 1.5 of the graduate students and full tuition for three of the five. Support is also requested for marketing, computers, supplies, and website development.

The detailed budget also lists fringe benefits for staff, faculty, and graduate students; and the indirect costs.

**Contributions**

Cost sharing from the lead institutions include a percentage of the salaries of the associate deans and related staff for all three program initiatives. Cost sharing also includes the full salary of Rae-Anne Montague, who will be providing program assessment; full tuition for three graduate students; marketing expenses; equipment; and travel expenses.

These institutions are also committed to the long-run success of this initiative. After the first two years of this program both of the lead institutions are committed to providing continued support for this initiative.

*Travel Budget Justification*
*Syracuse University*

The Syracuse University travel budget includes funding for the Summer 2005 WISE conference on distance education in library and information science for 6 participants, travel to various conferences for dissemination of this project and results including Sloan-C, ALA, ALISE, EDUCAUSE, and the Annual Online Meeting in Madison. Each of these trips are for 3 participants. Each of these trips are cost-shared with Syracuse supporting 1 out of every 3 participants. Travel to the annual IMLS conference and travel for the Sloan-C consultants is also included.

The Year 2 travel budget includes conference travel to Sloan-C, ALA, ALISE, EDUCAUSE, and the Annul Online Meeting for dissemination of results. These trips are again cost-shared in year 2. Year 2 funding also includes travel to the IMLS conference.

**SU Travel – year 1**

| From/To | Number of persons/days | Subsistence Costs | Transportation Costs | IMLS | Applicant | Partner | Total |
|---|---|---|---|---|---|---|---|
| Syracuse to Summer 2004 WISE retreat | 6 p * 2 days | $500 | $500 | $4,000 | $2,000 | $0 | $6,000 |
| Syracuse to Sloan-C | 3 p * 2 days | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Syracuse to ALA | 3 p * 2 days | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Syracuse to ALISE | 3 p * 1 extra day | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Syracuse to Annual Online Teaching, Madison | 3 p * 3 days | $750 | $500 | $2,500 | $1,250 | $0 | $3,750 |
| Syracuse to Educause | 3 p * 3 days | $750 | $500 | $2,500 | $1,250 | $0 | $3,750 |
| travel to IMLS conference | | | | $4,000 | $0 | $0 | $4,000 |
| Sloan-C evalutation team to WISE retreat | 3 p * 1 days | $500 | $500 | $3,000 | $0 | $0 | $3,000 |
| Total Travel Costs | | | | $22,000 | $7,500 | $0 | $29,500 |

**SU Travel – Year 2**

| From/To | Number of persons/days | Subsistence Costs | Transportation Costs | IMLS | Applicant | Partner | Total |
|---|---|---|---|---|---|---|---|
| Syracuse to Sloan-C | 3 p * 2 days | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Syracuse to ALA | 3 p * 2 days | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Syracuse to ALISE | 3 p * 1 extra day | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Syracuse to Annual Online Teaching, Madison | 3 p * 3 days | $750 | $500 | $2,500 | $1,250 | $0 | $3,750 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Syracuse to Educause | 3 p * 3 days | $750 | $500 | $2,500 | $1,250 | $0 | $3,750 |
| travel to IMLS conference | | | | $4,000 | $0 | $0 | $4,000 |
| Total Travel Costs | | | | $15,000 | $5,500 | $0 | $20,500 |

**Illinois Travel – Year 1**

| From/To | Number of persons/days | Subsistence Costs | Transportation Costs | IMLS | Applicant | Partner | Total |
|---|---|---|---|---|---|---|---|
| Illinois to Summer 2004 WISE retreat | 6 p * 2 days | $500 | $500 | $4,000 | $2,000 | $0 | $6,000 |
| Illinois to Sloan-C | 3 p * 2 days | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Illinois to ALA | 3 p * 2 days | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Illinois to ALISE | 3 p * 1 extra day | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Total Travel Costs | | | | $10,000 | $5,000 | $0 | $15,000 |

**Illinois Travel – Year 2**

| From/To | Number of persons/days | Subsistence Costs | Transportation Costs | IMLS | Applicant | Partner | Total |
|---|---|---|---|---|---|---|---|
| | | | | | | $0 | $0 |
| | | | | | | $0 | $0 |
| Illinois to ALISE | 3 p * 1 extra day | $500 | $500 | $2,000 | $1,000 | $0 | $3,000 |
| Illinois to Annual Online Teaching, Madison | 3 p * 3 days | $750 | $500 | $2,500 | $1,250 | $0 | $3,750 |
| Illinois to Educause | 3 p * 3 days | $750 | $500 | $2,500 | $1,250 | $0 | $3,750 |
| Total Travel Costs | | | | $7,000 | $3,500 | $0 | $10,500 |

*Budget Changes from original proposal*

The budget had several minor modifications from the original to increase the cost share. These changes include providing $6,000 of marketing expenses from Syracuse University, providing $2,000 of supplies from Syracuse University, providing $5,000 of website development expenses from Syracuse University, and adding a graduate assistant for program coordination. These changes are reflected in the budget justification attached.